DOCUMENT RESUME

ED 062 595 AC 012 549

AUTHOR White, Thurman J.
TITLE Higher Adult Education in North America.
PUB DATE Jan 72
NOTE 32p.; Prepared for ICUAE/UNESCO Book

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Adult Education; Attitudes; Colleges; Degrees (Titles); Educational Change; *Educational Development; Educational Innovation; *Financial Support; *Higher Education; Methods; Organization; Post Secondary Education; Professional Continuing Education; *Public Opinion; Response Mode; Social Problems; Universities
IDENTIFIERS *North America

ABSTRACT

A history of the development of higher adult education in the United States and Canada is presented. The point is made that higher education in North America includes a variety of post-high school institutions, including universities, senior colleges, junior colleges, community colleges, technical institutes and professional schools. A study of the organizational structure of the National University Extension Association (NUEA) reveals the pattern of the historical evolution of higher adult education. At the time of organization the emphasis was on methods of extension, primarily classes and correspondence study. Now the structure not only continues to recognize the common concerns for methodology but has expanded to provide for sharing concerns in program content, e.g., social problems, professional continuing education. It is stated that the most distinctly innovative expansions in higher adult education have occurred since World War II. Two are: (1) the development of residential centers for continuing education, and (2) the development of special degree programs for adults. Finally, it is pointed out that the universities in the 1970's face receding public support. Various possible responses to this lack of support are discussed. (Author/CK)

ED 062595

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HIGHER ADULT EDUCATION IN NORTH AMERICA

by

Dr. Thurman J. White

Prepared for
ICUAE/UNESCO BOOK - 1972

HC01254

Dr. Thurman J. White
Professor of Adult Education
University of Oklahoma
January 1972

HIGHER ADULT EDUCATION IN NORTH AMERICA

I

Higher education in North America includes a variety of post-high school institutions. Among them are universities, senior colleges, junior colleges, community colleges, technical institutes and professional schools. Higher education in the literature of North America is often totally encompassed by authors who write about college matters or who write about university matters. Both 'college' and 'university' are frequently used as substitutes for 'higher education' in discussions of problems which are commonly shared. Examples of such common concerns which come readily to mind are in the areas of faculty recruitment, retention, promotion, and retirement; financial and administrative systems; curriculum standards and forms of recognition; student conduct, discipline, and government. The problems of adult education are similarly shared by a variety of higher education institutions and the terms 'college,' 'university,' and 'higher education,' will be interchangeable in this essay.

The reference to "North America" is almost entirely a reference to Canada and the United States. The records and reports of these two nations are quite handily come by in considerable, if not substantial, quantity. The same is unfortunately not so truly said of Mexico and her southern neighbors. But if the records and reports of Canada and the United States are more readily available, it does not at all follow that they may be easily consolidated into a single report. Quite the contrary obtains. Rather than force the consolidation

of information from the two countries in what must surely be a risky undertaking at best, the following essay will for the most part give them separate treatment. The treatment is not equal; the balance is heavily tilted toward the United States. But in terms of budgeted dollars, numbers of reporting institutions, participant enrollments, and variety of offerings, the extra attention to the United States may simply reflect a situation in which the developments in Canada closely parallel those in the United States but at a somewhat slower rate.

II

The people who settled the eastern seacoast of North America brought with them the twin ideals of freedom and opportunity. Their early behavior and their early documents reflect a serious dedication to the individuals right to life, liberty, and the pursuit of happiness. They also began their lives together and built a new civilization on the notion that all men are created equal. As they surged across the continent in a westward movement, they gave expression to their concern for freedom and opportunity in frontier codes and later in the ratification of state constitutions drawn with an eye for conformity to the federal constitution.

In recent years, it may seem that the people of North America have substituted a passion for personal security in place of a concern for personal freedom and a passion for civil rights in place of a concern for equal opportunity. Personal security has received a great deal of attention since the great depression of the early thirties. It was then cruel lessons were learned about the primacy of food, shelter, and clothing. Now we want to be secure against ever losing them again. And this presents us with a paradox. For we still

believe a man should work for a living. But only a relatively small fraction of the work force is needed to feed, house, and clothe the entire population. Still clinging to the work ethic, we find other ways to employ ourselves. We create jobs in the automotive and areospace industries, in the health and medical arts, in education, in communications, and in more than a thousand service occupations. We seek job security through unions and long term contracts and fair employment regulations. Then we retire to guaranteed incomes from social security, pension plans, and annuities all earned during a work life. One is tempted to say that in the quest for personal security, we have opened the way to several new personal freedoms.

The apparent substitution of a passion for civil rights in place of a concern for equal opportunity may be seen in a similar perspective. The very early colonists believe quite strongly in equal opportunity; they believed that all men <u>like them</u> were created equal. Black slaves and pagan Indian savages did not count since they had at best a secondary place in the divine scale of creatures from the lowest to the highest. The question of black humaness burned fiercely and intensely during a civil was in the third quarter of the nineteenth century but was neatly laid aside with a 'separate but equal' doctrine. Now the evidence is overwhelming that the doctrine is a lie and citizens of one nation, indivisible, cannot be equal if separated. Hence, civil rights have become a rallying point for citizens whose separateness has closed the doors of educational, social, economic, and political opportunity. Again, one is tempted to say that in the quest for civil rights, we opened new ways for equalizing opportunity.

III

The colleges and universities of North America have a historical share in the twin ideals of freedom and opportunity. For three centuries the American dream of personal freedom has sought its noblest reality in the freedom to learn and the freedom to teach. That is the lustrous side of the coin. On the other side, we see how college faculties have been able to hide the security of tenure behind the skirts of academic freedom. Nonetheless, college faculties have moved with the will of the people in their insistence on free inquiry and an unfettered search for truth. And it is right here that the colleges share in a national distress from scientific and technological indigestion. Because not all the truth taught by college faculties is eternal truth. Some of it is true for a remarkably short time. The rate of new discovery in some fields is so rapid that graduates may expect a professional half-life of five years. In many professions the obsolescence of learning is more apt to terminate their careers than is heart trouble, cancer, or stroke. Obsolescence is also, obviously, a threat to the careers of some professors.

The history of higher education in North America is essentially the history of expanding opportunity. People have gone to college in ever increasing numbers, in ever increasing percentages, for an ever increasing variety of courses and programs, and for an increasing span of years. As the collegiate opportunity has expanded, the institutional models of higher education have increased. We have a model sanctuary for scholars, a model for induction into the establishment, a model for professional preparation, a model for social service, and a model for adolescent caretaking. We have

done this at public expense and through private support. But most especially we have done it at public expense. In this decade we expect almost three-fourths of our high school graduates to enroll the following year in some public institution of higher learning. As a class, the institutions have moved from a colonial elitism toward a twentieth century egalitarianism; from a meritocracy of talent toward an ad-hocracy of educability. The thrust toward equal opportunity for higher education has been building for the lifetime of western civilization in North America and the momentum is still compelling. Some new institutional models may be anticipated as the thrust and momentum continue and are nourished by the American dream. Some of the prototypes are already in hand.

IV

Adult education in early North American universities played a relatively minor role in the overall mission of personal freedom and equal opportunity. Truth did not change so fast; people did not live so long; blacks and Indians did not count for so much; and in any event, old dogs - or humans - could not learn new tricks. Laudatory accounts have been written, and properly, about university professors who went to the people with their lectures long before their institutions got into the business. Most notable, a formal recognition is made to the professorial participation in the organized lyceums and Chautauqua Institutions of the latter half of the nineteenth century. But the time for university institutionalization was not yet come. The time did come in the United States precisely with the establishment of land-grant colleges under the Morrill Act of 1862 and the attendant teaching programs

for farmers and mechanics. From these beginnings came the Smith-Lever Act of 1914 which established the Cooperative Extension Service in agriculture and home economics. In Canada, an Agricultural Instructions Act was passed in 1913 but it did not provide for a nation-wide extension service equivalent to that in the United States. A more general approach to higher adult education was taken by the University of Chicago in 1892 with the establishment of the prototype for today's University Extension. But it must be noted that the first total institutionlization of adult education occurred in America at the University of Wisconsin in 1906-07 when the responsibility was legally assigned for the education of the adult public coincident with the boundaries of the State. The general impact of the Wisconsin idea has extended to all public institutions of higher education in North America.

In the private colleges of North America, an evening class movement got underway in the late nineteenth century. For the most part, the evening class program was a reproduction of the day class program. The time of offering was the essential difference. The evening schedule was largely a matter of convenience to young adults who wanted to pursue a traditional baccalaureate in part-time study while working on a full time job.

V

Two national organizations afford the universities of North America an opportunity to share their concerns for the education of adults. One of these - The Association of University Evening Colleges was organized in 1939 with a membership of 33 institutions, most of them private and urban. No Canadian schools were charter members; now six belong. The

other, the National University Extension Association, was organized in 1915 with a membership of 22 institutions, most of them state universities and land-grant colleges. No Canadian institutions were in the original membership; now four belong. Through the years both organizations have increased in membership and each now has approximately two hundred institutional members. Several institutions hold memberships in both organizations and it is no longer possible to say that either is primarily to serve private institutions or to serve public institutions. As the lines of membership blur, one might expect a rivalry to develop bordering on, and occasionally sputtering into open warfare. Quite the opposite is happening. The lines of communication are open between the two organizations and they have joined together in support of significant projects for the common welfare of all higher adult education.

In Canada, the Directors of Summer Schools met together for the first time in 1951 with ten universities represented. Four years later, the Directors of Extension were added to the group as many of these held both positions in the university. This organization is today known as the Canadian Association of Departments of Extension and Summer Schools and has concerns similar to those of the NUEA. It is an associated organization with the AUCC.

VI

A study of the organizational structure of the NUEA reveals the pattern of the historical evolution of higher adult education. At the time of organization the emphasis was on methods of extension, primarily classes and correspondence study. Now the structure not only

continues to recognize the common concerns for methodology but has expanded to provide for sharing concerns in program content, e.g., social problems, professional continuing education. The present organization is:

1. Council on Long Term Educational Programs
    a. Evening colleges and class extension division
    b. Section on extension services for the armed forces
    c. Independent study division
    d. Special degree programs division
2. Council on Short Term Educational Programs
    a. Conferences and institutes division
    b. Residential center managers section
    c. Community development division
    d. American Indian affairs section
    e. Section on Human Reconciliation
    f. Special interest programs division
    g. Arts and Humanities section
    h. Section on continuing education for the professions, business, industry, and labor
    i. Section on continuing education for women
    j. World affairs section
3. Council on Educational Services and Media
    a. Continuing educational media and learning resources division
    b. Management and operational services division
    c. Section on program and institutional analysis
    d. Intra-state relations and programs division
    e. Administrative professional

VII

One of the joint ventures of the AUEC and the NUEA for more than an decade has been the annual collection and publication of enrollment statistics and other activity reports from their institutional members. Most of the time, the actual work was contributed by the officers and committees of the Associations. More recently, the U.S. Office of Education has been willing to pick up the responsibility and in concert with the two Associations has undertaken a more detailed and sophisticated system of data collection, analysis, and reporting. We turn now to recent reports for a summary of the present dimensions of higher adult education in North America.

The Office of Education, 1967-68 survey of non-credit and non-degree credit, revealed that 47.2% of higher education institutions reported some type of non-credit activity (1,102 of 2,336 institutions). There were 6,566,891 registrations reported. However, in fact there is probably more non-credit activity than was reported in the survey. On the basis of a census study in May 1969, it was projected that 13,150,000 individuals over 17 years of age and not full-time students, were engaged in some type of formal adult education activity. This projection was based on a sample of 50,000 households.

The last published report of the AUEC-NUEA Joint Committee for the period of July 1, 1969 to June 30, 1970, indicated that 4,455,305 registered in adult higher education activities in 242 institutions. The Joint Committee has predicted twelve million such registrations by 1980. If the history of the census study repeats itself, the number of participants in 1980 will actually approach twenty five million individuals in formal higher adult education activities.

VIII

Title I of The Higher Education Act of 1965 provided for the establishment of a National Advisory Council on Extension and Continuing Education in the United States. Among its duties, the Council was directed to review such programs supported by the United States government and make recommendations to the President and the Congress concerning them. The Council has found that through the years and especially since 1964, the United States government has supported a variety of adult education programs in cooperation with colleges and universities. The Council has just completed a report which indicates that in 1969-70, the government supported 162 such programs. The total expenditure was approximately $4.5 billion. In one half of the programs, funds go directly to the colleges. Eleven programs serving the disadvantaged, directly or indirectly, received the largest amount of money, $1.5 billion .

IX

Perhaps the most significant and distinctly innovative expansions in higher adult education have occurred since World War II. Two of the most widely appreciated are (1) the development of residential centers for continuing education and (2) the development of special degree programs for adults.

The prototype residential center for continuing education was built at the University of Minnesota in 1934. Nearly two decades passed before the idea was taken seriously and moved forward. From 1951 to the present, the story is that of an idea whose time had come. In 1951, the W. K. Kellogg

Foundation made a grant to Michigan State University to assist in the construction of a continuing education center on the campus at East Lansing. The response was gratifying. Adult students came to programs in such numbers that the facility soon had to be expanded. Thus encouraged, the W. K. Kellogg Foundation supported the construction of another center at the University of Georgia. Again the results were gratifying. Consequently, in studied and deliberate order, and carefully spaced over several years, further grants were made to the Universities of Chicago, Nebraska, Oklahoma, Oxford, Columbia, New England, Notre Dame, and the California State Polytechnic College. As each grant was made, the idea was stimulated in other institutions who were able to construct centers out of their own resources. Now more than one hundred residential centers for continuing education are operated by North American universities. A rough guess is that another hundred are in the planning stages. The educational landscape is permanently altered.

The prototypes for a special degree program for adults are the baccalaureate program first offered by Brooklyn University in 1954; and the Bachelor of Liberal Studies, first offered by the University of Oklahoma in 1961. In the relatively short time from then to now, two incredible things have happened. First, the creation of special degree programs for adults has swept through the universities of North America with so great a momentum that nearly two hundred are presently enrolling students. Second, the special degrees are all so special that no two of them seem indentical. This phenomenon has alerted the attention of some of the nation's most prominent higher education scholars and a formal study and observation has

been financed by the Carnegie Corporation of New York. The study group is called "The Commission on Non-Traditional Study." While the study is underway, and while awaiting its definitive statement, the following informal observation may be useful. Although the special degree programs are developing with marked individual uniqueness, for the most part they seem to have the following characteristics in common:

1. build on previous learnings of the students;
2. allow the student to proceed at his own rate of learning;
3. bring professors into the classroom at times and places convenient to the student;
4. encourage students in the systematic study of individual concerns;
5. place heavy responsiblity on the student for independent effort;
6. satisfy the special requirements of external publics, e.g., employers, certifiers, accrediting associations;
7. have standards and examinations of student performances set by a responsible faculty;
8. provide for extensive individual student guidance;
9. use assessment procedures which include appropriate national norms;
10. employ the teaching talents of external colleagues.

X

Since the future belongs to all of us, we are all in the position of anticipating, predicting, and wishing our prophecies into self-fulfilling status. And with this caveat, we turn now to the future of higher adult

education in North America. Our concern is for the events to the end of the century; not to the Armageddon. In this time we see no world-wide nuclear burn-off, no pestilence of global devastation, no natural shifts of ice-age catastrophic proportions, and no social inventions which make nations obsolete. So in all which follows, we may be shortsighted. If we are, all bets are off.

As of now, the most likely political prediction is that North America will continue to have the United States and Canada. It is also most likely that the social and economic lives of the people in these nations will be markedly changed. The rate of population growth will reduce drastically, the longevity will extend dramatically, the available natural resources will diminish significantly, the technological advantages will advance with spectacular suddeness, and the mind of man will gradually control the lot.

From the viewpoint of the educationist, the people of North America will spend the next few decades in trying to learn some very important lessons. Stated as educational objectives, the people will seek:

1. to appreciate the earth as a closed ecological system
2. to increase the supply of fresh air and pure water
3. to control the conception of babies
4. to increase government service and decrease government regulation
5. to build human settlements without slums
6. to narrow the gap between social justice and legal justice
7. to invent a delivery system for prophylactic health services

8. to expand the life opportunities for disadvantaged groups, primarily Blacks, Indians, and Mexican-Americans
9. to stabilize the economy
10. to find meaningful ways of using non-work time
11. to bring the 18-20 year-old young people into full citizenship participation
12. to find ways of expanding international exchanges in education, science, and cultural arts
13. to adjust our ethical and moral systems of values in human relations
14. to develop a life style which is nourished by accelerating technological social change
15. to grow old gracefully and happily.

XI

As American universities moved into the 1970's, they were facing a receding public support. Budgets which had been on a steady rise for a quarter century were either not increased or reduced. Higher education fell upon hard times. The situation is unrelieved as this is written and hence our speculation on the future of higher education begins with an observation on the response of the establishment to the loss of financial support.

The most tempting response, and one which is adopted by some schools in the breech, is to tighten belts, wait for the public wrath to subside, and continue to do business as usual. Quite likely, faculties who have

dreamed of martyrdom may thus make their dreams come true.

Another institutional response is directed toward the critics who say that universities waste their money. The response is an overhaul of policies and practices in the area of financial management. Non-essential expenditures for programs, personnel, equipment and materials are sought, found, and excised. Improved systems of accounting are installed. Saving money becomes the order of the day and the exercise is laudable. But laudable as it may be, one may wonder if the institutions of higher education were reduced to no budgets and all the money was saved, would the critics then be satisfied? The answer is clearly, not at all. Because the loss of financial support was generated in great part by men who love learning and who became convinced that the money spent on higher education should buy more learning. Even more than financial reforms, they want academic reforms. At the risk of oversimplification their battle cry seems best summed in the word "Relevancy." What they seem to be saying is, "We want our colleges to help us learn the lessons we must learn. When you bring us educational programs designed to do this, we will support you again." Following this line of reasoning, it seems comfortably safe to predict that universities will accelerate their efforts to become more relevant. The fifteen problems in the preceding section are first candidates for places in the new curricula.

The conclusion that a relevant curriculum is problem centered will surely encounter stiff academic resistance. Universities are organized like encyclopedias, i.e., around subjects. Professors teach subjects. That is their job. People use subjects to solve problems. That is their job. And professors at least know how to do their job. They have spent centuries in

perfecting the practice of professing discipline. The introduction of a problem solving curriculum may be seen by some as the beginning of the end of the university. Successful advisors to doctoral candidates will know better and it is they who will undoubtedly emoerge as the academic leaders in the battle for curriculum reformation. They will be joined by a compelling segment of young students who will find a new reality and pragmatism in their new political franchise.

Another response to the loss of financial support is directed to the critics of the academic lock step. The response is to the attacks on the traditional pattern of Monday, Wednesday, Friday lectures; the baccalaureate on the basis of one hundred twenty four semester hours accumulated in segments of three hour courses; the four year curriculum (with summers off); and the residential requirements. The response is already underway. A few institutions have made noteworthy changes by offering courses for independent study on audio and video cassettes; by developing three year baccalaureate programs; by recognizing community experiences as acceptable substitutes for semester hours toward the baccalaureate; by adapting degrees for adults who are enrolled as on-campus students; by creating a degree program for study done completely off-campus; by abandoning the traditional division of students into freshman, sophomore, junior, and senior classes.

The suggestions are many and varied. New educational techonology and new program patterns have been introduced. The American university may be, and indeed seems to be, on the threshold of a new era of freedom in learning and teaching. It seems to ready, at last, to seriously undertake the equalization of opportunity for a higher education throughout the society.

XII

Students of higher adult education are likely to be struck with the similarity of the future of the university and the past of higher adult education. The non-degree program for adults has historically been problem centered; the learning has been offered at places and times convenient to the student; and the student has always had complete freedom to choose what he will study, how much he will study, and how long he will spend in study. The implication is rather obvious that professors and staff with successful records in higher adult education may be uniquely useful in the larger university effort to reform itself.

The American Council on Education is in a better position to see adult education in the context of the total university than any other group in North America. It is the aegis of a committee with representatives from the concerned national organizations, viz, The Association of University Evening Colleges, National University Extension Association, American Association of Junior Colleges, National Association of State Universities and Land-Grant Colleges (Cooperative Extension Section), and the Association for Field Services in Teacher Education. In addition, membership in the Committee includes three representatives of the Council's Commission on Academic Affairs and four members at large. From its initial meeting in April, 1966, the Committee has been active in the progress, the problems, and the issues of higher adult education, particularly as they affect the institutions of higher education. One is tempted to compare the current issues with the sixteen issues identified in the 1952 UNESCO publication on universities in adult education.

Recently, the Committee identified the current major issues facing the field. Now the future of higher adult education is seen in the resolution of twelve issues. Although there is no comparable committee in Canada specifically examining higher adult education, the issues identified for the United States are similar to those facing Canada. The issues are:

"1. Commitment

What should be the commitment of higher adult education in the new efforts to expand post-secondary educational opportunity?

Is it to make traditional college degrees available to a larger population? Is it to assure access to the better occupations for those traditionally excluded? Is it to help provide for all, regardless of age or previous experience, the chance throughout their lives to improve their skills and understanding so that they will not be trapped into unrewarding or unproductive lives?

A comprehensive commitment will require vigilance to offset the tendency of some in higher education, in legislatures, and among the public to say prematurely, "There are now sufficient opportunities." At the same time, those advocating more opportunity must couple advocacy with identification of economically feasible programs likely to succeed.

2. New Structures or Old?

Can existing higher adult education structures handle the job or are new ones required?

Virtually all higher adult education programs were established and are now maintained to do only a limited portion of the newly projected postsecondary job. To what extent can or should they be modified to expand their roles? To what extent should new institutions and structures be encouraged?

What extent can or should they be modified to expand their roles? To what extent should new institutions and structures be encouraged?

If existing programs (or some of them specially designated) are to be given the job, it is essential that they be free from institutional regulation or external legislation that demands single standards, whether of staffing, funding, or the awarding of degrees. If it seems desirable to develop new institutions serving nontraditional students or offering nontraditional programs, public support for the new institutions must adequately reflect the social commitments which bring them into existence.

3. Multiple Resources

What can higher adult education do to improve access to the nation's multiple educational resources?

America's historical commitment to and adventuresomeness in postsecondary education and training have given it resources unmatched elsewhere: collegiate institutions, continuing education and extension programs, professional and industrial refresher courses, schools for preparation in virtually every occupation and avocation, and libraries and museums as repositories for information, instruction, and example in every phase of life. To benefit from the rich array available even locally, the potential student often needs a source of information not now accessible to him. At the very least, inventories of regional opportunities along with sufficient counseling (academic, career) to assist in identifying which of the resources is most appropriate for a particular client, are essential if a region's resources are to be used most economically. Attention should be given to the character and

economics of information and counseling centers to serve these needs, and guidelines for their establishment should be prepared.

4. Curriculum

How can experience in higher adult education be usefully extended in planning curriculum and instruction for a new student clientele?

Because a comprehensive program of postsecondary education cannot be simply the extension to more people of traditional degree-credit programs offered to the young by conventional disciplinary departments, and because there is nothing to commend the establishment of programs for which there is no clientele, program planning should start with the identification of the real needs of real students, their requirements as to time and place, their receptivity to varied methods of learning, and the extent of their experience. Such considerations will stimulate attention to much substantial work that has been done on unconventional forms of instruction applicable to adults. How can this work be related to the needs?

5. Credit and Degrees

What should be the place of credit and degrees in higher adult education programs?

Recent years have seen increasing reliance of employers on college degrees and certificates as prerequisites for employment, an increasing demand by the public for degrees as marks of social status, and a burgeoning of the variety of educational programs leading to formal degrees and certificates. As a result, the number of credit-free educational programs of real value to their students is in danger of being reduced in the rush to standardize all postsecondary

education under degree-credit formulations. One response has been the development of the "Continuing Education Unit," a measure to be assigned and recorded for credit-free postsecondary educational activity. Other responses include the acceptance of examination scores for credit, the modification of residency requirements for a degree, and some attempts at giving degree-credit for on-the-job and other experience. All these accept as inevitable the notion of a certificate made up of prescribed building blocks, and in time may lead to "credit banks" and the awarding of degrees by nonfaculty agencies. Before this path is adopted, consideration should be given to the preservation and support of those postsecondary higher education activities -- often of the very highest order -- which may be neglected or lost because they do not easily fit degree-credit patterns.

6. Quality

Are unique standards of quality needed in higher adult education programs?

As American postsecondary education has become more diverse in its aims, its methods, and its clienteles, there has been a constant need to alter or modify standards of quality. Traditional standards, established for programs with limited aims and a limited student body, will not be appropriate for programs with different aims and different students. Planning groups should give attention to providing guidelines in setting standards for new programs, with special emphasis on measuring the extent to which a program effects desired changes in students.

7. Accreditation and Licensure

How can the values of accreditation and licensure be preserved in higher adult education without curbing desirable development.

Accreditation and licensure serve as necessary protections for the public against fraudulent institutions and quack practitioners. In a time of post-secondary expansion and experimentation, such protections must be maintained, but care should be taken lest too strict adherence to accrediting and licensing conventions delay or kill the development of suitable alternative means of providing excellent education and quality performance. The involvement of regional and specialized accrediting bodies in the development of non-traditional programs would seem to be the best method of ensuring the application of appropriate accreditation and licensure standards.

8. Faculty and Administrators

Will expanded higher adult education responsibilities require faculty and administrators with special training and qualifications?

The special qualifications of knowledge and experience desirable in a faculty member or administrator depend upon the job to be done and the clientele. It must be expected that the aims of nontraditional programs and the characteristics of nontraditional students both may require other than traditional professional preparation. Planning should therefore include not only an indentification of desirable qualifications for faculty and administrators, but positive plans to prepare those who will serve in either category.

9. Research

How can adequate data for planning the future course of higher adult education's development be ensured?

Much of the data on which planning will be based is at present inadequate, inaccurate or inaccessible. Descriptive studies on a national scale need to be undertaken, but equally important, guidelines for the preparation of local and regional studies should be established. Data will be needed about the characteristics of students and potential students, about available resources, and about educational models suitable for local adaptation.

10. Costs

What modifications in conventional funding patterns must be made if higher adult education is to meet its responsibilities?

Despite substantial increases in special programs and funds for disadvantaged students in recent years, at the postsecondary level all kinds of financial support continue to favor conventional programs and conventional students, as in the past. Commitment of comprehensive postsecondary education will require the reexamination of the assumption that one who has stepped out of the usual pattern (high school to college, college to graduate school) must pay the full costs of his education if he is to return, the assumption that education for adults must be self-supporting, and the traditional assumption that scholarships and fellowships should be reserved for full-time students.

11. Technology

To what extent can new technological developments be depended upon to extend the role of higher adult education?

Despite the likelihood that over time the best of technological aids (e.g., video cassettes, CATV, CAI) will become as common in instructional programs as the typewriter, the camera, and sound recording, some care should be exercised to avoid planning for the immediate adoption of systems based wholly on advanced technology. Realistically, start-up costs, the reluctance of students to change patterns of learning established in school, and other factors suggest that the adoption of technological innovation may be slower than it should be. Some attention should also be given to adequate compensation for the institution whose adoption of technological innovations widens its impact without increasing its income.

12. Adult Education Organizations

Are changes needed in the organization of higher adult education associations, their relations with each other and with other higher education groups?

Adult education organizations, like other organizations of educational institutions or programs, turn two ways: toward their members to assist them in carrying out their unique roles as traditionally defined, and toward the postsecondary educational community. Cooperation is relatively easy when roles are well defined and funds are reasonably abundant. Today's moves toward greatly expanded and altered postsecondary opportunities will require changes

in higher adult education programs and changed relationships between these and the rest of the postsecondary effort. Associations representing higher adult education should begin now to consider increased cooperation with each other and with other associations as the roles of their members change."

XIII

Higher adult education in North America continues to serve mankind best when it helps people to learn the meaning of freedom and opportunity.

BIBLIOGRAPHY

Adult Education Association. Federal Support for Adult Education: A Directory of Programs and Services. Washington, D. C.: The Association, 1966.

Aker, George; Kidd, J. Roby; Smith, Robert M., eds. Handbook of Adult Education. New York: Macmillan Company, 1970.

Alford, Harold J. Continuing Education in Action: Residential Centers for Lifelong Learning. New York: John Wiley & Sons, 1968.

Bailey, Stephen K. "Urban Decision-Making; The University's Role." In Political Backgrounds of Adult Education, edited by Thomas Cummings. CSLEA, Boston, 1967.

Birren, James E.,ed. Handbook of Aging and the Individual: Psychological and Biological Aspects. University of Chicago Press, 1960.

Bischof, Ledford. Adult Psychology. New York: Harper & Row Company, 1969.

Boyd, Robert D. "New Designs for Adult Education Doctoral Programs." Adult Education Journal. Vol. XIX, Number 3. 1969.

Burkett, J. E., ed., with Ruggiers, Paul G. Bachelor of Liberal Studies: Development of a Curriculum at the University of Oklahoma. Center for the Study of Liberal Education for Adults, Boston, 1965.

Butt, Mahmood, ed. "International Dimensions of American Higher Education: Sesquicentennial Seminar Papers." Viewpoints. School of Education, Indiana University, Bloomington, 1971.

California, University of, Berkeley; University-wide Academic Senate Committee on University Extension. The New Challenge in Lifelong Learning; A Conference on the Future Role of the University in Relations to Public Service (Lake Arrowhead, California, May 9-11, 1965), 1965.

Cameron, Donald. Campus in the Clouds. Toronto : McClelland and Stewart, Ltd., 1956.

Campbell, Duncan. "The University and the Community." Paper presented at Focus-69, the annual conference of the Department of Extension, University of Alberta, 1969.

Carey, James T. Forms and Forces in University of Adult Education. Chicago: CSLEA, 1961.

Carnegie Commission on Higher Education. Less Time, More Options: Education Beyond High School. New York: McGraw-Hill, 1971.

Corbett, E. A. University Extension in Canada. Toronto: Canadian Association for Adult Education, 1952.

BIBLIOGRAPHY

Dobb, Ralph C. Adult Education in America: An Anthological Approach. Cossville, Missouri: Litho Printers, 1971.

Drazek, Stanley J., and others, eds. Expanding Horizons...Continuing Education; The Golden Anniversary Publications of the NUEA. National University Extension Association, Minneapolis. Washington: North Washington Press, 1965.

ERIC Clearinghouse on Adult Education. Research and Investigation in Adult Education: Annual Register. Washington: Adult Education Association of the U.S.A. Registers have been compiled for 1968, 1969, 1970.

Erickson, Clifford G., and others. Eight Years of TV College; a Fourth Report. Chicago Board of Education, 1964.

Farmer, Martha L., ed. Student Personnel Service for Adults in Higher Education. Metuchen, N. J.: Scarecrow Press, 1967.

Frandson, Philip E. Higher Adult Education, Its Present and Future; Analysis and Projections Based on Six Years of Program and Registration Data, 1960-1966. Joint AUEC-NUEA Committee on Data and Definitions, 1967.

Freedman, Leonard. "The Open University-Toppling the Ivory Tower?" In The NUEA Spectator. Keynote Address-Region VII Annual Conference of the National University Extension Association, Seattle, Washington, November 1, 1971.

Goldman, Freda H. University Adult Education in the Arts; a Descriptive View of Programs. Chicago: Center for the Study of Liberal Education for Adults, 1961.

Grabowski, Stanley M. "Counseling Disadvantaged Adults." In Continuing Education for Adults. Number 165. University College, Syracuse University, New York. October, 1971.

Havighurst, Robert J. "Changing Status and Roles During the Adult Life Cycle; Significance for Adult Education." In Sociological Backgrounds of Adult Education. Edited by Hobart W. Burns, 1964.

Houle, Cyril O. "Conditions for Leadership in the Total Program of Public Affairs in a State." Address to the Division of Agriculture, National Association of State Universities and Land-Grant Colleges, Washington, D. C., November 14, 1966. U. S. Department of Agriculture, Division of Extension Research and Training, 1967.

_____. "Federal Policies Concerning Adult Education." Reprinted from The School Review. Volume 76, Number 2, June, 1968. University of Chicago Press with the Department of Education of the University of Chicago.

BIBLIOGRAPHY

Houle, Cyril O. Residential Continuing Education. Notes and Essays on Education for Adults. Syracuse University Publications in Continuing Education, Syracuse University Press, 1971.

Jensen, Gale; Liveright, A. A.; Hallenbeck, Wilbur.,eds. Adult Education: Outlines of an Emerging Field of University Study. Washington: Adult Education Association of the U.S.A., 1964.

Johnstone, John W., and Rivera, Ramon J. Volunteers for Learning: A Study of the Educational Pursuits of American Adults. Chicago: Aldine Publishing Company, 1965.

Joint AUEC-NUEA Committee on Minimum Data and Definitions. Description and Analysis of Program and Enrollment Data, 1960-61 through 1962-63, and Projections of Future Enrollments. Minneapolis, 1964.

_____. Programs and Registrations, 1965-1966. Norman, Oklahoma, 1966.

Kidd, J. R.,ed. Adult Education in Canada. Toronto: Canadian Association for Adult Education, 1950.

_____. Adult Education in the Canadian University. Toronto: Canadian Association for Adult Education, 1956.

_____.,ed. Learning and Society: Readings in Canadian Adult Education. Association for Adult Education. Mutual Press Limited, 1963.

Klotsche, J. Martin. The Urban University and the Future of Our Cities. New York: Harper and Row, 1966.

Knowles, Malcolm S. The Adult Education Movement in the United States. New York: Holt, Rinehart and Winston, 1962.

_____. Higher Adult Education in the United States: The Current Picture, Trends, and Issues. Washington, D.C.: American Council on Education, 1969.

Laidlaw, A. F. The Campus and the Community. Montreal: Harvest House Ltd., 1961.

Leagans, Paul J. Projections of Extension - Adult Education into the Next Decade. (A Synthesis of Ideas Collected in Twelve Universities Through a Semi-Structured Study). Cornell University, Ithaca, N.Y., College of Agriculture, Division of Extension-Adult Education, 1966.

Legge, C. D. "Training Adult Educators." Journal of the International Congress of University Adult Education. June, 1967.

BIBLIOGRAPHY

Lewis, Edwin. Developing Women's Potential. Ames, Iowa: Iowa State University Press, 1968.

Library of Continuing Education, Syracuse University. Directory of Adult Education Organizations, 1968. New York, 1968.

Liveright, A. A. "Adult Education in Colleges and Universities." In Adult Education in Colleges and Universities. CSLEA Notes and Essays on Education for Adults, Number 30, Syracuse, 1960.

_____., ed. The Concept of Lifelong Integrated Learning, "Education Permanente," and Some Implications for University Adult Education. International Congress on University Adult Education Occasional Paper, Number 2 (New York University, August 5-7, 1967). International Congress of University Adult Education, 1968.

_____. A Study of Adult Education in the United States. CSLEA Research Reports. Center for the Study of Liberal Education for Adults, Syracuse University, 1968.

_____. The Uncommon College; the College of Continuing Education at Metropolis University. Syracuse University, 1966.

Massachusetts, University of, Boston. Report of the President's Committee on the Future University of Massachusetts. Boston, 1971.

McMahon, Ernest E. The Emerging Evening College; a Study of Faculty Organization and Academic Control in Ten Eastern University Evening Colleges. Teachers College, Columbia University, New York, 1960.

McNeil, Donald R. "Toward Greatness." Address to Tenth Annual Seminar on Leadership in University Adult Education, Michigan State University, 1967.

Miller, Paul A. "The University and Adult Education." Excerpts from an address presented at a Conference on Extension Activities, University of Rhode Island, Kingston, October 25, 1966. New England Center for Continuing Education, Durham, N. H. Occasional papers, Number 1, 1966.

National University Extension Association, Minneapolis, Policy Statement Committee. "To These Tasks...; The NUEA Position Paper." In Proceedings of the Annual Meeting of the National University Extension Association (46th, Santa Barbara, California, 1961).

New York, State University of, Albany. The New York College Proficiency Examination Program. New York State Education Department, Albany, 1967.

NUEA Newsletter. "Emerging Patterns of Higher Continuing Education." Special Report of National University Extension Association, December 31, 1971.

BIBLIOGRAPHY

Okes, Imogene E. Participation in Adult Education 1969; Initial Report. National Center for Educational Statistics, Washington, D.C.

Rausenbush, Stephen. Man's Past, Man's Future; A Humanistic History for Tomorrow. New York: Delacorte Press, 1969.

Rosentreter, Frederick M. The Boundaries of the Campus; A History of the University of Wisconsin Extension Division, 1885-1945. University of Wisconsin Press, Madison, 1957.

Selman, Gordon. A History of Fifty Years of Extension Service By the University of British Columbia 1915 to 1956.Toronto: Canadian Association for Adult Education, 1966.

Shannon, Theodore J. and Schoenfeld, Clarence A. University Extension . New York: The Center for Applied Research in Education, Inc., 1965.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Troutt, Roy. Special Degree Programs for Adults: Exploring Nontraditional Degree Programs in Higher Education. The American College Testing Program. Special Report 4. Iowa City: ACT Publications, 1971.

Ulich, Mary Ewen. Patterns of Adult Education: A Comparative Study. New York: Pageant Press, 1965.

UNESCO. Universities in Adult Education. Zwolle, Holland: H. Tulp N.V., 1952.

Verner, Coolie. Adult Education. Washington: Center for Applied Research in Education, 1964.

_____. "The Training of Adult Educators." International Congress of University Adult Education Journal. Volume X, Number 1. April, 1971.

Wedemeyer, Charles A. "The Future of Educational Technology in the U.S.A." Teaching and Television, ETV Explained. Edited by Morie Guthrie. Oxford, England: Pergamon Press, 1967.

Whipple, James B. Especially for Adults. CSLEA Notes and Essays on Education for Adults, number 19. Center for the Study of Liberal Education for Adults, Chicago, 1957.

White, Thurman. "Adults: From the Wings to Center Stage." In Higher Education for Everybody. Edited by W. Todd Furniss. Washington: American Council on Education, 1971.

_____. "Financing Residential Centers for Continuing Education." The NUEA Spectator, April-May, 1971.

BIBLIOGRAPHY

Yarborough, Ralph. "Lifetime Education: A Basic Right." Adult Leadership, December 1970.

Ziegler, Jerome. "Continuing Education in the University." The Contemporary University. Edited by Robert S. Morrison. Boston, Mass.: Houghton Mifflin Company, 1966.

ERIC Clearinghouse
MAY 24 1972
on Adult Education